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The impact of the mobile correspondent strategy on social interaction and learning the skill of preparing volleyball for high school students

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Abstract

The mobile correspondent strategy is considered one of the strategies that have a major role in the interaction between students in one group and between other groups, the interaction between the students is different and depends on the periods and relationships between the students and their promotion. The importance of research has emerged based on the strategy of the mobile correspondent in social interaction and learning the skill of numbers, and the problem of the research is that there is a weakness in the performance of the skill of numbers, due to the difficulty of the skills of numbers that need to be employed, and the means and methods that facilitate the learning process and make the learning process a fruitful process. To identify the impact of the mobile correspondent strategy on learning the skill of preparing for volleyball for high school students, and to prepare a measure of social interaction for the skill of preparation, and the preparation of educational units with the strategy of the mobile correspondent for the skill of preparing for volleyball, and the experimental approach was adopted for the two experimental and control groups, and the limits of the research community are represented by the students of the scientific fourth in the High School of Excellence for Girls Continuing to study for the academic year (2021_2022) of (140) students. As for the measure of social interaction, it has been dealt with systematic, sequential steps and several statistical treatments to be suitable for the sample. The two researchers prepared the educational units at the rate of two units per week at the rate of (8) educational units for a period of one and a half months, after which the researchers verified the results used using the spss statistical bag, that the measure of social interaction is a valid tool for measuring this indicator for fourth scientific students to achieve them according to scientific conditions and according to the determinants of measurement and evaluation. The two researchers concluded that the application of the mobile correspondent strategy had an impact on learning the skill of preparing through the improvement of their performance and their superiority over the control group, and the development that occurred in the level of students and their commitment and continuity in educational units and following the principle of gradualism in learning the skill, and recommended the need to use the strategy in conducting research on Individual and team games.

Keywords | mobile reporter strategy, social interaction

Introduction:

The educational process is one of the processes that had a lot of luck in the developments and changes, through the development that the world witnessed, including the methods and learning strategies that won the largest share of success, and these successes were not a coincidence, but with sound scientific planning

through the use of strategies and the methods, knowledge and sciences that contribute to the educational process and take into account the individual differences between the students and prepare the conditions and requirements in order to reach the educational goals, the content of which is a number of sequential exercises,

the method of implementation, repetitions, work and rest times to avoid boredom among the students, and among these strategies, including the strategy the mobile correspondent, who has the largest role in the interaction between the students within the same group and the other groups, and the social interaction is an interaction between the members of the group. The social interaction is an interaction between the members of the group, its beginnings are in different stages and it is dependent on its first periods, which is the acquaintance and ends with announcing the relationship, strengthening it and establishing compatibility among them. In order to reach the formation of good relationships, and that social interaction is important in the student's dealing with the situations that she goes through during the game, and it strengthens the students' relationships with others through the student's adaptation to the situations, which may prevent her from integrating with them and also affects the nature of social interaction, especially for high school students who They are exposed to more pressure than others, and the interest in the psychological offender for female students of this age group is an indispensable part in the stages of skill learning. In facilitating the process of learning it, and the game of volleyball is one of the group games that contain defensive and offensive skills, and it is a game that attracts many viewers, through the mixture between the artistic and aesthetic performance of it, and learning the skills for this game takes a long time of clarification and explanation, especially since this game is practiced in middle and high schools. Students should learn and master it and be familiar with the technical and scientific aspects of it, and this always requires new and modern strategies in order to develop and master the technical performance of the skills of this game, especially the preparation skill. To the correct performance to achieve the main objective of the research.

The research problem lies in looking at previous studies and the researchers' observation of the lesson of sports in secondary schools and found that there is a weakness in the performance of the preparation skill in volleyball. The researchers attribute the reason for that weakness to the difficulty of the numbers skill, which needs to employ all means and methods that facilitate the learning process and make the education process a fruitful process. Hence, the researchers resorted to experimenting with a new strategy, which is the mobile correspondent strategy, to try to find a strategy that facilitates the learning process, in addition to trying identify the effect of strategy on social interaction.

The aims of the research: Preparing a scale of social interaction for high school students.

Preparing educational units with the mobile correspondent strategy to learn the skill of preparing for volleyball for high school students, identifying the impact of the mobile correspondent strategy on social interaction and learning the skill of preparing for volleyball for fourth scientific students.

As for the two research hypotheses: There are no statistically significant differences between the pre and post results of the social interaction scale and the preparation skill of the control and experimental research groups. There are no statistically significant differences between the post results of the social interaction scale and the preparation skill of the control and experimental research groups.

As for the fields of research: the human field: it is represented by students of the scientific fourth of the Outstanding Secondary School for Girls in Wasit Governorate (Kut Center).

Time range: 2/27/2022 to 4/3/2022.

Spatial field: the outdoor arena in the High School for Outstanding Girls in Wasit Governorate

Method and tools:

Choosing the appropriate approach to the nature of the problem and its objectives is one of the necessary requirements for scientific research. Therefore, the two researchers used the experimental approach in the style of the control and experimental groups with a pre- and post-test due to its suitability for the problem.

The research community and its sample: The limits of the research community are represented by female students of the fourth scientific grade in the Outstanding High School for Girls of the Directorate of Education of Wasit Governorate for the academic year (2021_2022) by (140 students) distributed among (7), and based on the requirements of the study, the sample for preparing the scale reached (90) students, and its percentage was (64.28%) of the research community, while the sample of the exploratory experiment was (10) female students and its rate was (7.14%), while the sample of the main experiment was (40) female students and its percentage was (28.57%). From Division (C), their number reached (20) students, with a rate of (14.28%), while the control sample was represented by the students of Division (E), who numbered (20) students, with a rate of (14.28%), while the exploratory sample consisted of students of Division (A), whose number was (10). female student with a rate of (7.14%).

As for the devices and tools and means of collecting information, the two researchers used scientific means, including books, references, sources and previous studies. As for the tools, they used a camera, a kickstand, a volleyball court, (10) volleyball balls, and a whistle.

Measurement and its procedures: After reviewing many studies and researches, the two researchers prepared the scale of social interaction based on (3) consisting of (5) domains, namely (social participation, emotional participation, self-acceptance, acceptance of others, self-disclosure Helping behavior) and consists of (48) paragraphs. The

five-point gradient was adopted (always, often, sometimes, rarely, never), and weights are given in a row (1.2.3.4.5) for the positive paragraphs (5.4.3.2.1) for the negative paragraphs and for determining the validity of the social interaction paragraphs A questionnaire for the scale was presented in its initial form to (15) experts and specialists in the field of sports, measurement and evaluation, and a comparison must be made between those who agree and those who do not agree, and it turns out that (45) paragraphs out of (48) paragraphs have obtained full agreement in the validity of the scale Social interaction, as the scale requires the validity of the content to verify the scale, as it was presented to experts and specialists to verify the survival of the paragraphs. Descending and ascending from the lowest degree to the highest degree, then selecting (27%) of the upper and lower degrees, and then treating the differences between the two groups with a test (t) to extract the discriminatory power, and then the internal consistency of the paragraph with the total degree of the field as a whole was verified by the simple Pearson correlation coefficient After that, the scale was verified for the formative validity of the paragraphs, and the results of the application were processed. The two researchers verified the stability of the scale using the half-term segmentation method, depending on the degrees of applying the scale on the statistical analysis sample themselves in the previous application, and using the Vakronbach method, which reached the stability coefficient (0.80) at the level of significance (0.05). In line with the number of units of the weekly physical education subject allocated to students of the scientific fourth in the Outstanding High School for Girls in Wasit Governorate, the two researchers also relied on conducting the technical performance test, the skill of preparation: (14: 182_183) and the conditions for registration for each of the test

were performance evaluation tested by experts and distributed The degree is as follows:

The preparatory section: grade (3), the main section: grade (5), the final section: grade (2).

Where the two researchers proceeded to conduct an exploratory experiment on (10) female students from the research community itself and outside the main sample before starting the tests in order to avoid mistakes, as a test for the measure of social interaction and a test for the technical performance of the preparation skill were conducted on Sunday corresponding to (27.2.2022). In the High School of Outstanding Students, and after reviewing the sources, the two researchers prepared educational units using the mobile correspondent strategy, and the implementation period was (6) educational units from (3.6.2022) to (30.3.2022), with two educational units per week, and on my day was (Sunday and Wednesday), and the time of the educational unit was (45) minutes divided into three preparatory sections and its time was (10) minutes consisting of an introduction, a general warm-up, and physical exercises, and the main section had a time of (30) minutes divided into two sides, the educational side and the applied side, and the final section and its time (5) minutes, and the role of the school is to divide

the class into (5) groups, and each group is assigned a correspondence, and it is variable in each educational unit, and its duty is to move between the groups, where on the educational side, the school displays a poster showing the technical performance of the preparation skill and performs a In front of the students and the reporter, they record the notes on the assignment sheet. As for the practical side, the exercise, the groups perform the exercises, and the correspondent moves to the other groups after each exercise, recording the positive and negative points in the assignment sheet, returning to her group, teaching them to perform, providing feedback to her group, and so on with the rest of the exercises, and in the part Conclusion The school evaluates the best group and praises them, and then goes to class.

Then the two researchers conducted the post tests on Wednesday (3.4.2022) in the same temporal and spatial conditions, and after the completion of the main experiment, the results of the data were processed using the spss social statistical bag system to extract the results reached by the two researchers.

Research results and discussion:

Table (1)
shows the pre and post-test for the control and experimental groups

| Groups | Variables | Pre-test | | Post-test | | (t) | (sig) | Significant |
|--------------------|--------------------|----------|-------|-----------|-------|--------|-------|-------------|
| | | A | STD | A | STD | | | |
| Control group | Social interaction | 136.28 | 6.87 | 145.64 | 7.367 | 4.74 | 0.009 | Sign |
| | preparation skill | 1.7 | 0.801 | 5.8 | 1.24 | 17.118 | 0.000 | Sign |
| Experimental group | Social interaction | 137.5 | 7.65 | 165.46 | 6.69 | 9.35 | 0.000 | Sign |
| | preparation skill | 1.65 | 1.089 | 6.9 | 0.85 | 19.428 | 0.000 | Sign |

The unit of measure is significant at the error level (0.05).

Table (2)
shows the results of the post-tests for the experimental and control groups

| Variables | Experimental group | | Control group | | (t) | (sig) | Significant |
|--------------------|--------------------|------|---------------|-------|-------|-------|-------------|
| | A | STD | A | STD | | | |
| Social interaction | 165.46 | 6.69 | 145.64 | 7.367 | 6.24 | 0.000 | Sign |
| preparation skill | 6.9 | 0.85 | 5.8 | 1.240 | 5.248 | 0.000 | Sign |

The unit of measure (degree) is the significance of differences (0.05) degrees (sig) less than (0.05) degrees of freedom n-2 (38)

Discussion:

By presenting the results in Table (2), it was found that there is a significant difference between the pre and post-tests in the scale of social interaction and the preparation skill, the researchers attribute this to the formation of social relations among them through cooperation and harmony, reducing fear and exchanging opinions among students, and this is confirmed by (7), quoting from (1) "The interest in the learner and making him the focus of the educational process and the center of activity and respect for his abilities and opinions and immersion in acceptance, sympathy and encouragement is An important factor that helps in learning", and also referred to in verse (4) "When the player is the focus of the educational process and is given the freedom to express his opinion without fear or hesitation, this reflects positively on the reason for generating and discussing ideas and opens the way for him to deep understanding and thus improves his level of performance of skills and contributes to increasing the knowledge of the player, increasing the knowledge structure (14), and increasing his ability to experience the situations he faces." In addition to the superiority of the experimental group over the control, the exercises used provide an opportunity for the student to obtain assistance from colleagues and to work when it is a group that is enjoyable for the learner through cooperation

in each group and addressing weaknesses through the performance of the group in cooperation between the students and breaking the barrier of fear between their colleagues. This is indicated by (16) "The learner who performs the skill with his peers and watches his group perform the skill performs it more thoroughly by enhancing the performance by watching and correcting the performance errors." And confirmed by (6) "Learning the skill within groups has a positive contribution to achieving goals and implementing and mastering the skill among his colleagues." In addition, the feedback has a major role among the group members in learning the skill and correcting the performance information, as indicated by (19) "It allows the students to correct the mistakes that the student makes when learning a skill." And also he indicated (13) quoting from (8) "The use of feedback in correcting the mistakes made by the student when applying a skill has a role in improving the performance of students and learning skills in volleyball." And to help the students among themselves within the same group through the correspondent leader of the group (20), she works to gain her experiences from the teacher and under supervision, and the correspondent is in an age group equal to her classmates, and their relationship is more flexible between them, and this is indicated by (11) "that the students teach each other Under the supervision of the school and the guidance

of the student, he should not be of the same age group as his peers (2), or a group that is higher in age or academic level." He also referred to it (17) "The relationship of the students with each other is more flexible than the relationship of the student with the school and has social relations." And he confirmed it (10) Quoting (9) "The students interact with each other to reach certain goals, and competition among them is the basis of interaction." The two researchers attribute that the social interaction and the feeling of confidence and reassurance that occurred among the students of one group increases their willingness to learn and increases their motivation, and this is confirmed by (12) "The work of students within groups generates interaction between them." The two researchers emphasized the repetitions in an organized manner according to the plan in the educational units in learning the skill better and developing it correctly, and this is confirmed by (5) "The basic rule and the basic condition in learning the skills, which showed clear progress in learning, which is the interest in increasing the number of attempts and its diversity (21). The studies mentioned that "the use of illustrative images, the results of the study, supported the idea of teaching aids, which were among the factors for improving the performance of female students, and that the high performance of female students was due to the use of means that distinguish them from the traditional classroom." (15) (18)

Conclusions:

The two researchers concluded the following: The development that took place in the level of the students was caused by the commitment and continuity of the students in the educational units and following the principle of gradual learning of the skill. The mobile correspondent strategy of the experimental group and the curriculum of the subject school of the control group are

effective approaches in developing the skill of preparing for volleyball.

Benefiting from the desire of the students of the experimental group within the same group and the effective participation of the students and cooperation in the process of teaching and learning for the students.

The experimental group outperformed the control group in the results of the post-test through exercises that give the students the opportunity to get the help of the students, invest time and repeat the performance of the movement performed by the student.

The two researchers recommended the following:

The need to use the mobile correspondent strategy in conducting research and studies on individual and team games

To emphasize the importance of using the mobile correspondent strategy in order to increase their desire to continue performing Adopting the scale designed to measure the social interaction with volleyball for female students.

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Appendix (1)
shows the items of the social interaction scale

| .Seq | Paragraphs | Always | frequently | somet imes | Rarely | Never |
|------|---|--------|------------|------------|--------|-------|
| 1 | I find it difficult to explain my idea in front of my colleagues when performing the skill | | | | | |
| 2 | I enjoy exchanging skill with my classmates | | | | | |
| 3 | I make it clear to my colleagues my desires and wishes to improve the performance of the skill | | | | | |
| 4 | I get upset when my classmates watch me perform the skill | | | | | |
| 5 | I get annoyed when I perform the skill away from my group | | | | | |
| 6 | I encourage my colleagues when they show them the skill | | | | | |
| 7 | I get encourage my colleagues when they perform a skill well | | | | | |
| 8 | My relationship with my colleagues in the group is good inside and outside the educational unit | | | | | |
| 9 | When I meet with my classmates, I initiate them to perform the skill | | | | | |
| 10 | I correct the mistakes of my colleagues when they perform the skill | | | | | |
| 11 | I take the initiative to recover my severed relations with my female colleagues | | | | | |
| 12 | Avoid talking about personal matters when learning the skill for fear of ridicule by others | | | | | |
| 13 | I have a long vision when learning the skill with my colleagues | | | | | |
| 14 | I feel that I need my colleagues when I face it is a difficult skill | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 15 | I get worried when my colleagues outperform me in performing the skill | | | | | |
| 16 | I take leniency from my colleagues when they mistreat me in performing the skill | | | | | |
| 17 | I take turns with my colleagues and friends to learn the skill | | | | | |
| 18 | I talk to my colleagues about my skill performance | | | | | |
| 19 | Come to the lesson to teach me the skill | | | | | |
| 20 | I quickly adapt to a new skill | | | | | |
| 21 | I show my skill towards my colleagues, no matter what kind | | | | | |
| 22 | I see my colleagues when performing the skill, and the thoughts that worry me come to my mind | | | | | |
| 23 | I hesitate to perform the new skill | | | | | |
| 24 | I hesitate to answer the inquiries of my colleagues and guide them to perform the skill | | | | | |
| 25 | I listen to my colleagues when they tell me about the problem they face when performing the skill | | | | | |
| 26 | I Join school clubs and associations for skill development | | | | | |
| 27 | I exchange skill performance with my colleagues while playing | | | | | |
| 28 | I get annoyed when performing the skill on my own | | | | | |
| 29 | I take care of sitting alone in waiting places | | | | | |
| 30 | I prefer performing the skill with my colleagues over performing alone | | | | | |
| 31 | I refuse to reveal the diseases that hinder me from performing the skill | | | | | |
| 32 | I get annoyed when my colleagues criticize me when I perform the skill | | | | | |
| 33 | I ask my classmates' opinion when I'm having trouble learning a skill | | | | | |
| 34 | I reveal my beliefs in skill development | | | | | |
| 35 | I talk with my colleagues about my difficulties in learning skills | | | | | |
| 36 | I am ashamed of integrating with my colleagues if my knowledge of the skill is weak | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 37 | I stick to my opinion, even if it is contrary to the opinion of my colleagues | | | | | |
| 38 | I take the initiative to provide assistance to my colleagues when learning the skill | | | | | |
| 39 | I refuse to mention the embarrassing situations that I encounter when learning the skill | | | | | |
| 40 | I enjoy attending educational activities | | | | | |
| 41 | I would like not to differentiate my teaching group when performing the skill | | | | | |
| 42 | I give advice and tips to my colleagues when they have difficulty performing the skill | | | | | |
| 43 | Take the initiative to soften the atmosphere of the game and remove the tension when performing the skill by throwing anecdotes and humour | | | | | |
| 44 | I Participate in learning the skill collectively | | | | | |
| 45 | I don't mind making an effort to learn my colleagues and accomplish the skill | | | | | |

أثر استراتيجية المراسل المتنقل في التفاعل الاجتماعي وتعلم مهارة الاعداد بالكرة الطائرة لطالبات المرحلة الاعدادية

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تعتبر استراتيجية المراسل المتنقل من الاستراتيجيات التي لها دور كبير في التفاعل بين الطالبات في المجموعة الواحدة وبين المجاميع الأخرى والتفاعل القائم بين الطالبات يكون مختلف ويعتمد على الفترات والعلاقات بين الطالبات وتعزيزها ، وبرزت أهمية البحث بالاعتماد على استراتيجية المراسل المتنقل في التفاعل الاجتماعي وتعلم مهارة الاعداد ، واما مشكلة البحث هناك ضعف في اداء مهارة الاعداد وذلك بسبب صعوبة مهارة الاعداد التي تحتاج الى توظيف والوسائل والطرائق التي تسهل عملية التعلم وتجعل من عملية التعلم عملية مثمرة ،هدفت البحث الى التعرف على أثر استراتيجية المراسل المتنقل في تعلم مهارة الاعداد بالكرة الطائرة لطالبات المرحلة الاعدادية ، واعداد مقياس التفاعل الاجتماعي لمهارة الاعداد ، وإعداد وحدات تعليمية باستراتيجية المراسل المتنقل لمهارة الاعداد بالكرة الطائرة ، واعتمدت المنهج التجريبي للمجموعتين التجريبية والضابطة ، وتتمثل حدود مجتمع البحث بطالبات الرابع العلمي في مدرسة ثانوية المتفوقات للبنات المستمرات بلدوام للعام الدراسي (2021_2022) البالغ عددهن (140) طالبة ، اما مقياس التفاعل الاجتماعي فقد تم التعامل بخطوات منهجية متسلسلة ومعالجات احصائية عديدة ليكون ملائم لعينتها ، ومن ثم اعدنا الباحثتان الوحدات التعليمية بمعدل وحدتين من كل اسبوع بمعدل (8) وحدات تعليمية لمدة شهر ونصف، وبعدها تحققت الباحثتان من النتائج المستعملة باستخدام الحقيبة الاحصائية spss ، ان مقياس التفاعل الاجتماعي هو اداة صالحة لقياس هذا المؤشر لطالبات الرابع العلمي لتحقيقها بشروط علمية ووفق محددات القياس والتقويم ، واستنتجت الباحثتان ان تطبيق استراتيجية المراسل المتنقل كان لها اثر على تعلم مهارة الاعداد من خلال تحسن ادائهن وتفوقهن على المجموعة الضابطة ، والتطور الذي حصل في مستوى الطالبات و التزامهن و استمرارهن بالوحدات التعليمية واتباع مبدأ التدرج في تعلم المهارة ، ووصت ضرورة استخدام الاستراتيجية في اجراء بحوث على الالعاب الفردية والفرقية

استراتيجية المراسل المتنقل ، التفاعل الاجتماعي

الكلمات المفتاحية